

PROJECT ABSTRACT

The Native Hawaiian Library Services Grant will target library and information services to persons having difficulty using a library and to underserved urban and rural communities, including children from families with incomes below the poverty level. The proposed project will advance and enhance existing service and expand services that will benefit all Native Hawaiians. The specific goal of the proposed project is to develop and expand library and literacy services to increase access to underserved users. The goal will be accomplished through the following objectives, action steps, and activities.

Objective 1: Enhance the NHL digital libraries with more resources to meet the needs and interests Native Hawaiians.

In collaboration with community organizations and agencies, we will (a) add more Hawaiian Language materials and genealogical resources to our digital libraries, (b) catalog the digital collections, (c) create finding aides so patrons can easily navigate the site, and (d) update the NHL website. Digitized materials will be in searchable text format and display in both Hawaiian Language and English.

Objective 2: Conduct workshops and training on how to retrieve genealogical resources.

We will contract a genealogical consultant to conduct workshops in Hawaiian communities on neighbor islands in order to teach access and retrieval of land and genealogical information, utilizing online resources developed for this purpose. The contractor will also conduct workshops to teach Hawaiian Language vocabulary, word patterns, and phrases unique to genealogy.

Objective 3: Provide direct literacy services and life-long learning opportunities to help Native Hawaiians increase their literacy skills.

In collaboration with community education and literacy agencies, we will conduct classes to increase the literacy level of Native Hawaiian adults through the P.A.C.E. curriculum, a self-paced and self-instructed system for basic skills learning, through on-line literacy resources, and through assistance with G.E.D. preparation.

Objective 4: Expand library and literacy services in three Hawaiian communities.

In collaboration with community organizations and agencies, we will expand services at Milolii, Hawaii and Waipa, Kauai, and establish services at Nanakuli, Oahu to: (a) provide and support Internet access (b) purchase and install educational software programs, (c) conduct an after-school tutoring program for school age children, and (d) purchase and add to the library collection materials to support programming and community needs.

Objective 5: Increase parent/child interactions focused on language and literacy development, and reading aloud.

We will conduct 30 Motherread workshops in Hawaiian communities on the islands of Kauai, Oahu and Hawaii to teach parents strategies to prepare their children for kindergarten and to support their ongoing academic achievement. Parents will learn activities to develop language and literacy skills to give young children a strong start in attaining reading skills. Parents will be encouraged to read aloud to their children, take them to public libraries, and serve as reading role models for their children.

1. Assessment of Need

Description of the community

The total population of Hawai'i, per the Year 2000 Census, is 1,211,537, a 9.3% increase over 1990. The Y-2000 Native Hawaiian population is 239,655, or 19.78% of the state. Unfortunately, Native Hawaiians rank among the lowest for all ethnic groups in the state in terms of social, health, economic and educational indicators. For example, Native Hawaiians comprise over 25% of individuals receiving some form of state financial assistance and Native Hawaiian students continue to perform below both national norms and other Hawai'i groups on basic-skills achievement tests, often scoring the lowest of the four major ethnic groups. Less than 15% of Hawaiians have college degrees, 30% are assessed as functionally illiterate and 16% live under the Federal poverty line, compared to only 10.7% in the state as a whole.

In 1993, The State Department of Hawaiian Homelands contracted ALU LIKE, Inc., to produce a report depicting the profiles of ten Hawaiian Homelands areas based on 1990 Census data. The profiles showed that these Native Hawaiians have extremely low educational attainment. Of persons in the study aged 16-19, 11% were classified as dropouts compared to only 7% in the state as a whole. Of persons aged 25 and over in these areas, 33% had not graduated from high school and only 3% had obtained a bachelor's degree or higher. An example of these educational problems is illustrated at the Native Hawaiian Library's outreach site at Keaukaha School on the Big Island of Hawai'i. This school is identified as a Title I Corrective Action School, one of nine such schools in the Hawai'i District. Situated on Hawaiian Homelands, the school serves a predominately Hawaiian student population. Forty percent of third grade students at the school scored below average on SAT reading tests. About 80% of the school's students are also eligible to receive free or reduced-cost lunches due to family poverty and many enter kindergarten without family support to prepare them to learn. Native Hawaiians also comprise the highest percent of residents in public housing (23.6%), and, according to the latest state homeless population statistics, Native Hawaiians account for nearly 30% of Hawai'i's homeless.

Clearly, there is a critical need to help Native Hawaiians improve their educational attainment and economic status. Services of the Native Hawaiian Library provide otherwise underserved Native Hawaiians opportunities to access educational resources, develop academic and life skills, strengthen self-esteem and family cohesion, and preserve Hawaiian language and cultural values.

Current status of library services

The Native Hawaiian Library (NHL) was established in 1985 to focus on meeting the special needs of Native Hawaiians. NHL services are provided through the operation of a main library, outreach centers and web-based resources. Main library services include Books-by-Mail for those in remote communities, book circulation for walk-in customers, reference services, storytelling for children, Hawaiian language classes, special literacy, community outreach and summer programs, assistance in basic-skills learning for adults and young adults, and web-based Hawaiian language and bilingual materials. Our Outreach Centers are located in communities with high-density populations of Native Hawaiians, in which a great number of students are identified as at-risk and most families are economically disadvantaged. These centers provide book circulation, homework assistance, reading tutorials, storytelling and literacy workshops for elementary school children and their parents. The 'IKE/Literacy Lab uses evaluative testing, followed by math, reading and language workbooks and computerized basic-skills programs, to help those seeking to improve their basic educational skills. Books may be returned to the NHL through ALU LIKE sites on all major islands or at any public library.

NHL's collections focus on books pertaining to Hawai'i with emphasis on materials for children and young adults. The NHL's Native Hawaiian Data Resource Center collection consists of data and research reports, census publications and legislative materials related to Native Hawaiians. The NHL's website contains information about the library's collections; special programs and services, including Ulukau, the Hawaiian Language digital library and the Hawaii Digital Library, Ka Ho'oilina, The Hawaiian Language Journal; 19thC

Hawaiian language newspapers, and links to the Hawai'i State Public Library System and other Hawaiian agencies and institutions.

Needs to be met by the goals of this project and how determined

With the emphasis on meeting the needs of Native Hawaiians through outreach programs, special collections and unique services, the NHL will continue to reach out to those Hawaiians who have never been to a library and who have difficulty reading or using library services. Our literacy services will continue to help many Hawaiians obtain their GED and become employed. The Hawaiian language materials collection, including Ka Ho'oilina Hawaiian language journal, archival Hawaiian language newspapers and Hawaiian language dictionaries and other reference materials (all available on the web) will provide much needed support to the Hawaiian language immersion schools and to those in the community who work in and with the Hawaiian language.

The Hawaiian community on the Hawaiian Islands is dispersed with many individuals living in low-income rural areas. The dispersal of the population between the different islands, separated by rough, three-mile-deep ocean channels, makes access to cultural and educational materials difficult. Therefore, the goal of this project is to develop and expand library and literacy services to increase access to underserved users.

2. Project Design and Evaluation Plan

Goals, Objectives and Approaches for Accomplishment

The specific goal of the proposed project is to develop and expand library and literacy services to increase access to underserved users. The goal will be accomplished through the following objectives, action steps, and activities.

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Objective 5: Increase parent/child interactions focused on language and literacy development, and reading aloud.

We will conduct Motherread workshops statewide to teach parents strategies to prepare their children for kindergarten and to support their ongoing academic achievement. Parents will learn activities to develop language and literacy skills to give young children a strong start in attaining reading skills. Parents will be encouraged to read aloud to their children, take them to public libraries, and serve as reading role models for their children.

Action Step and Activities to Implement Project Objectives

Objective 1

1. Re-design/expand the Library website to include more information and links to related programs and resources.
2. Catalog documents and redesign Ulukau and Hawaii Digital Library.
3. Develop captions, introductions, and instructions in the Hawaiian Language for Ulukau.
4. Convene a meeting of Librarians, Archivists, and Genealogist to determine genealogical sources most in demand by the Hawaiian community.
5. Work with the Hawaii State Archives and Church of Latter Day Saints to secure priority resources.
6. Add the Maui district mahele records to the Mahele Database.
7. Develop finding aides for the genealogy and Hawaiian Language newspaper collections.
8. Conduct training workshops to provide instruction on online search techniques for Hawaiian language and Hawaiian studies instructors and students, and the public.
9. Assist public to research genealogical and other information.
10. Post electronic satisfaction survey.

Objective 2

1. Contract an experienced genealogical consultant.
2. Schedule genealogy workshops in neighbor island Hawaiian communities.
3. Publicize workshops.
4. Conduct workshops.
5. Develop evaluation instrument.
6. Evaluate workshops.

Objective 3

1. Revise/update the data collection forms, including intake, progress records, etc.
2. Interview clients and set goals.
3. Assess clients' literacy and skill levels.
4. Tutor clients in literacy and basic skills.
5. Help clients prepare for G.E.D. tests.
6. Produce brochures to publicize literacy resources.
7. Add links to new literacy resources to the NHL website.
8. Survey program clients and parents of child clients.

Objective 4:

1. Meet with community leadership to determine needs of the community.
2. Hire and train staff.
3. Purchase library materials.
4. Purchase computers for public use.
5. Provide transmission line and technical support.
6. Purchase new software, library and program materials.
7. Provide computer training.
8. Evaluate the program.

Objective 5:

1. Hold community meetings to determine specific needs of Native Hawaiian adults.
2. Develop and coordinate program with other community service providers.
3. Train staff and volunteers in Motherhead program.
4. Schedule programs at outreach sites.
5. Purchase library and program materials.
6. Develop evaluation instrument
7. Conduct programs at outreach sites.
8. Evaluate program
9. Plan and conduct an annual family literacy conference.

Sufficiency of Project Scope to Create Positive System Change

Accurate documentation of ancestry is critical for Native Hawaiians to receive education, housing and other services due to political changes in Hawaii. As Native Hawaiians come together to form their nation, the information and skills needed to access this information are imperative. Much of the information and documents needed for this purpose are available only in collections on the island of Oahu, making it difficult or impossible for Native Hawaiians living on the neighbor islands to access these vital documents. This project will change this by digitizing and posting information to the Library website; by providing workshops in the community to teach Native Hawaiians how to search and document their ancestry; providing research assistance; and providing Internet access in remote Hawaiian communities. Native Hawaiians will be able to use Hawaiian resource materials to research and document genealogy, land claims, and cultural traditions and practices. Native Hawaiians, especially those with limited access, will utilize library services and programs from their homes or at community access sites. While continuing to make print materials available, this project will also increase the amount of information accessible in digital form to Native Hawaiians and libraries around the globe.

Monitoring Plan

Project success will be monitored in the following ways:

The Library Director will meet with staff monthly to monitor progress and document completion of each objective. Written monthly reports on the status of each objective will be submitted to the President/CEO for review, and she will submit these to the Board of Directors. Data obtained from the year-end survey will be analyzed, and then summarized in a written report. Data will be used to update the Library three-year plan and to improve services and activities.

Library staff will maintain on-going records to assess use and participation rates in the proposed activities and surveys to determine client satisfaction. As mentioned above, this data will be analyzed, and then summarized for the mid-year and final performance report.

The Librarian will develop and disseminate a year-end survey to the community to obtain information about community satisfaction with Library services in general, and with the proposed project. The ongoing evaluation formats and records described above will address both expected and unexpected results.

Evaluation Plan

Objective 1: Enhance the NHL digital libraries with more resources to meet the needs and interests Native Hawaiians.

Outcome: Access to Hawaiian language resources, a central part of the Hawaiian culture, will be enhanced and the use of NHL digital libraries will be increased.		
<u>Measure:</u> 6 genealogical indexes will be added to Ulukau.	<u>Data Source:</u> Updated website Monthly program report	<u>Data Interval:</u> Annually Monthly

Digitized resources will be cataloged on the website and available through the NHL library catalog.	Website visitor counts Library public access catalog Materials linked	Monthly End of year Semi-annually
200 Native Hawaiians will learn to access and retrieve electronic genealogical materials.	Workshop records Attendance sheets Post survey Website counter	Monthly Monthly
2% increase each quarter in use of the resources		

Objective 2: Conduct workshops and training on how to retrieve genealogical resources.

Outcome: Native Hawaiians will use electronic resources to document family genealogy		
<u>Measure:</u> 40 genealogy workshops will be conducted.	<u>Data Source:</u> Workshop records	<u>Data Interval:</u> Each workshop
80% of the participants will increase their knowledge of genealogical resources.	Pre and post workshop assessment.	Each workshop
50% of the participants will use resource to document family genealogy.	Follow up survey	4 months after workshop

Objective 3: Provide direct literacy services and life-long learning opportunities to help Native Hawaiians increase their literacy skills.

Outcome: Native Hawaiians will obtain employment, assist their child's education, and become productive citizens.		
<u>Measure:</u> 40 Native Hawaiian participants will increase their literacy skills.	<u>Data Source:</u> LitPro data reports	<u>Data Interval:</u> Monthly.
25% will achieve their personal learning goal.	Interviews and follow-up surveys	Monthly 30 days after program exit

Objective 4: Expand library and literacy services in three Hawaiian communities.

Outcome: Native Hawaii children will use library resources and strengthen their literacy skills.		
<u>Measure:</u> Nanakuli: 373 children will use library resources 25% will increase their literacy skills Waipa: 400 children and parents will use library resources to increase cultural knowledge Milolii: 25 village residents will use library resources to make better health decisions	<u>Data Source:</u> Circulation reports School reports Circulation reports Survey Circulation data Survey	<u>Data Interval:</u> Monthly Monthly Monthly Annually Monthly Annually

Objective 5: Increase parent/child interactions focused on language and literacy development, and reading aloud.

Outcome: Native Hawaiian parents will strengthen their literacy skills and be the primary teacher in their home.		
<u>Measure:</u> 30 Motherhead workshops will be conducted. 200 parents will attend these workshops. 50% will increase their reading skills. 50% will become primary teachers in their home	<u>Data Source:</u> Workshop reports Sign-in sheets TABE test results Follow-up survey	<u>Data Interval:</u> Monthly Each workshop Quarterly Annually

Maintenance Plan for Continuing Positive Changes Beyond Federal Funding

As part of her responsibilities, the Library Director will continue to identify other funding resources to continue and expand this project. The Library will work in collaboration with other Hawaiian service agencies and library institutions to share resources to maintain and continue this project for the benefit of Native Hawaiians.

4. Project Resources

Management plan

ALU LIKE, Inc., a statewide private, non-profit, multi-service agency focused on servicing Native Hawaiians, has provided a comprehensive system of support for Native Hawaiians by managing numerous grant monies since 1975. The Native Hawaiian Library was established by ALU LIKE in 1985. ALU LIKE has in place management and administrative controls and is guided by an eleven-member Board of Directors, whose members are drawn from the Native Hawaiian community. The Fiscal and Compliance Department of ALU LIKE currently manages a \$15 million operating budget for approximately 15 major programs. Our many years of success in reaching out to underserved Native Hawaiian communities and in providing literacy services to those who would not otherwise have been able to acquire skills for employment proves that the Native Hawaiian Library is capable of implementing this project plan.

Personnel and reporting relationships

Eight full-time and five part-time staff members will be involved in the four programs above.

Keikilani Meyer, Interim Director, is Native Hawaiian. She has a Bachelors degree in Hawaiian Studies from the University of Hawaii at Manoa and continues as a Masters degree candidate in the College of Urban and Regional Planning. As a member of the Native Hawaiian Education Association, she serves on the annual conference steering committee. She will devote 100% of her time to the proposed project. The Library Director is responsible for securing resources to operate the Library Department. She supervises the Language Legacy Manager, Librarian, Literacy Supervisor, and Secretary.

Jessica Hauki, Secretary, is Native Hawaiian. She holds a Certificate of Information Technology Management. She has three years experience working at the Native Hawaiian Library and is responsible for both clerical and fiscal duties. Ms. Hauki is trained to use various electronic reporting systems and provides required reports. She provides all clerical support for the Library Department and reports directly to the Library Director.

Kawai Aona-Ueoka, Literacy Program Specialist on Oahu is Native Hawaiian. She is a Hawaiian culture specialist, kapa master, and internationally renowned artist. Ms. Aona-Ueoka has expansive training in adult and early childhood education. She has extensive experience working with incarcerated and homeless adults, and at risk families. She is responsible for teaching the adult education classes and reports directly to the Literacy Supervisor

Anita Kaupiko, Library Assistant at the Milolii library is Native Hawaiian and has lived in the Milolii community for more than twenty years. She is responsible for performing clerical and library operational duties, and planning and coordinating programming at the Milolii library. Anita will devote 49% of her time on the proposed project. She reports directly to the Librarian.

Lori Roldan, Literacy Program Specialist (part-time) is Native Hawaiian. She has ten years experience working with children and families in literacy programs in the community of Keaukaha on the Big Island of Hawai'i. Ms. Roldan is a certified Motherhead facilitator and is responsible for Motherhead programs in Hawaiian communities on the island of Hawaii. She reports directly to the Literacy Supervisor.

Dr. Robert Stauffer, manager of the Hawaiian Language Legacy Program, has a thorough knowledge of Hawaiian archival materials and digitization processes. Dr. Stauffer also manages the Hawaiian Electronic Library project, which is funded primarily through Kamehameha Schools. He reports directly to the Library Director and supervises the Hawaiian Language Copy Editor.

Keiko Kiele Akana-Gooch, Hawaiian Language Copy Editor, is Native Hawaiian. She holds a Bachelor's of Arts degree in Journalism and Hawaiian Language. Ten percent of Ms. Akana-Gooch's work with NHL is funded through IMLS, the remainder through Kamehameha Schools funds. She is responsible for editing Hawaiian Language content posted to Ulukau and the Hawaii Digital Library and responds to reference questions requiring Hawaiian Language skills. She reports directly to the Hawaiian Language Legacy Program Manager.

Vacant Positions – Job descriptions can be found in attachment.

Library Assistant: 1 full-time and 1 part-time position both report directly to the Librarian. Librarian: Reports directly to the Library Director. Literacy Supervisor: reports directly to the Library Director; Tutor: 2 part-time positions, both report directly to the Literacy Supervisor.

The proposed genealogy consultant, Analu Josephides, is Native Hawaiian and a recognized genealogist. He has a Bachelors degree in Hawaiian Studies, is fluent in the Hawaiian language, and is a Masters degree candidate at the School of Library and Information Studies at the University of Hawaii at Manoa.

5. Impact and Intended Results

How the NHL will improve library services and impact on the community

With the emphasis on meeting the needs of Native Hawaiians through outreach programs, special collections and unique services, the NHL will continue to reach out to those Hawaiians who have never been to a library and who have difficulty reading or using library services. Our literacy services will continue to help many Hawaiians obtain their GED and become employed. Kahi 'Ohana programs successfully will continue to assist children who are below their grade reading level to develop better reading skills. Our track record proves that, in each year, more than 85% of these programs' participants are able to read at or above their grade level after completion of the program. The Hawaiian language materials collection, including Ka Ho'oilina Hawaiian language journal, archival Hawaiian language newspapers and the new Hawaiian Electronic Library (the latter three projects available on the web and established primarily with non-IMLS funding) will provide much needed support to the Hawaiian language immersion schools and to those in the community who work in and with the Hawaiian language.

Aspects of this project that could be replicated by other native libraries

The unique services and resources of the Native Hawaiian Library, such as Ulukau and the publication of Hawaiian-language archival materials, have greatly improved access within the Hawaiian community. They can and have been shared with and replicated in other native libraries. NHL services and resources are shared with

other IMLS grantees at annual information exchange meetings and shared with other indigenous education groups at local, national, and international conferences.

Dissemination of project results

The unique services and resources of the Native Hawaiian Library, such as Books-by-Mail and publication of Hawaiian language archival materials, have greatly improved access among the Hawaiian community and will continue to be a needed supplement to the services of the Hawaii State Public Library System. The improvement of library services to the community and library users will be shared in the following ways:

- Performance reports will be shared among project partners and other ALU LIKE projects
- Key accomplishments will be posted on the NHL website & the ALU LIKE annual report
- Products such as bibliographies and publications will be distributed throughout the state via HSPLS, other libraries in Hawaii and the Hawaiian language immersion schools; all American Indian colleges, libraries and major Indian organizations; and on the web.
- NHL services and resources will be publicized through brochures, our website, community events, other projects of ALU LIKE and community newsletters.